

Childminder report

Inspection date: 7 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children react positively to the childminder's warm and caring nature. They are happy and comfortable in the childminder's home, which is welcoming and attractively resourced. Children explore with confidence and demonstrate through their behaviour that they feel safe. Children show that they have developed very close attachments to the childminder. For example, she makes them laugh as they enjoy reading a story together on the sofa. Children are eager for the childminder to join in their play, for example in a game of hide and seek.

Children demonstrate a positive attitude to learning. They are inquisitive and ask questions, which helps to extend their knowledge. Children are provided with a broad range of learning experiences both inside the childminder's home and away from the setting. They spend quality time in the local community at groups and the library, and visit shops and parks. This helps children to gain a sense of the world around them and promotes their social skills as they interact with other children and adults.

Children behave well and are they are aware of the rules and boundaries that are in place. They help the childminder to carry out small tasks, such as cleaning the table before snack and helping to prepare the fruit.

What does the early years setting do well and what does it need to do better?

- The experienced childminder demonstrates a good knowledge of how children learn. She uses a variety of effective teaching practices, such as demonstrating in activities and encouraging children to have a go and persevere. The childminder provides appropriate age-related challenge through the activities she offers and gets involved in children's play.
- The childminder has high expectations for children's learning and development. She knows the children she cares for very well, including their interests and how they like to learn. The childminder assesses children's learning regularly and they are making good progress in her care. She consistently encourages the skills needed to help children be fully prepared for starting school.
- Number and other mathematical concepts are skilfully woven into play opportunities and routine activities throughout the day. For example, children learn about the concept of half as they cut up grapes. The childminder encourages them to build a tower of bricks higher than themselves and to consider if they have enough bricks to be able to do so. She introduces simple calculation when making circle shapes with dough as children count the shapes they have made and think about how many they will have if they add one more.
- The childminder supports children's growing language and communication skills effectively. She talks to children during activities, gives clear explanations and

encourages conversation. She values what the children have to say and gives enough time for them to think and respond to questions. The childminder regularly reads to children, which helps them to understand that words have meaning and increases their vocabulary.

- Children are independent and manage their own self-care needs well. The childminder helps children to understand the importance of hygiene routines that support their good health. For example, why they should wash their hands before eating. Children understand that germs can make them poorly.
- The relationships with parents are very strong. Parents are very well informed of all aspects of their children's care and their continuing progress. They comment positively on the homely environment and the time and effort the childminder takes to build relationships with their children.
- The childminder is fully committed to her role and ongoing professional development. She completes regular training, making very good use of childcare-based webinars to help update her knowledge and skills. She reflects on what she has learned and the impact on the children she cares for. The childminder makes good use of networking opportunities to meet with other childminders and professionals. This enables her to share and receive ideas for good practice.
- The childminder understands how to work effectively with other settings children attend to help support a joint approach to meeting children's needs. However, although effective relationships are in place with some settings, secure links have not been established with all the settings children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to ensure her knowledge and skills are kept up to date. She understands her responsibility to report concerns about children in her care to the appropriate authorities. The childminder is aware of the procedure to follow if there are concerns raised about herself or members of the household. Her home is secure, and she takes effective action to ensure any hazards to children are minimised.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen partnerships with all the settings that children attend, to improve information sharing and support children's care and learning even further.

Setting details

Unique reference number	EY267266
Local authority	Cambridgeshire
Inspection number	10062108
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2003 and lives in Stilton, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The childminder and the inspector viewed areas of the home that are used for childminding purposes.
- The inspector discussed the learning environment with the childminder and how the setting is organised.
- The inspector observed interactions between the childminder and the children.
- The inspector considered written feedback from parents
- The inspector held several discussions with the childminder. She looked at relevant documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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